Cedar Crest College
The Social Welfare Institution
Spring Semester 2009

Course SWK 202 70
Credits 3
Mondays from 4:00PM – 6:20PM

Maynard L. Cressman
Phone: 610-606-4666, Ext. 3502
Office: Curtis 234
E-Mail: mlcressm@cedarcrest.edu

Course Domain:

This course is intended as an introduction to the American system of social welfare. It is also the first professional course in the social work curriculum primarily focused on providing content on social welfare policy and services.

The historical development of the social welfare institution will be explored, with special emphasis upon the values, attitudes, and ideologies which have and continue to shape social welfare policies and programs. A feminist perspective on social welfare history will also be considered. The contemporary scope of the social welfare institution will also be examined, including an overview of current programs and the impact these programs have had on reducing social problems and on the people they are designed to serve. Poverty, inequality and oppression will be considered as the key social issues that social welfare policies and services are designed to address.

The relationship between social work practice and the current array of social welfare services and programs will be explored throughout the course. The future of social welfare will be considered as well as the elements and potentiality of an American society that can fully meet the living needs of its entire population.

Course Objectives:

Through this course the intent is to assist the student to develop and use critical thinking skills to:

1. Identify the historical and philosophical antecedents of the current patterns of provision of social welfare policies and services in the U.S. that comprise the social welfare institution;

2. Understand the historical development of social work as a profession and the evolution of its philosophy and mission;

3. Understand and analyze the interrelationship of the social, biological, economic, psychological, political, and religious factors which have been and are critical to the formulation of social and economic policies and the relationship of these policies to identified social problems and social research;

4. Identify and analyze the dynamics of the basic social and economic injustices and inequities that result from these policy choices;
5. Be more aware of and sensitive to the human impact of economic deprivation and political oppression on individuals, families, groups and communities.

6. Understand the differential consequences policies, programs and services have for various populations-at-risk, especially those represented in the Lehigh Valley, including women, children, the elderly, African Americans and Hispanics;

7. Understand the current political and economic strategies used to ameliorate economic deprivation, discrimination and oppression as expressed through social welfare policies, services and programs in the U.S. and in other Western nations and how they are formulated;

8. Understand how and why these social welfare polices, services and programs guide and frame professional social work practice;

9. Understand the need for applicable practice interventions such as delivering services to clients within the structure of service delivery systems, policy analysis, formulation and legislative advocacy, and community organizing;

10. As a social worker, begin one’s own development of a coherent rationale for the ethical need to be a dedicated advocate for global social and economic justice for all people.

Course Outcomes:

Students will demonstrate a comprehensive understanding of the complex of historical, philosophical, socioeconomic, psychological and social biological roots of the development of the social work profession and of U.S. social welfare policies and services.

Assessment: Students will read *From Poor Low to Welfare State* and *Regulating the Lives of Women*, watch selected videos, and then apply this knowledge by writing an extensive paper tracing the roots of services to women and their dependent children. Students will also write reaction papers to all assigned chapters in *Regulating*.

Students will demonstrate an understanding awareness and sensitivity to the dynamics of social and economic injustices and their human impact, particularly upon those populations at risk in the Lehigh Valley. This includes the student’s development of a rationale for the ethical need to be an advocate for social and economic justice.

Assessment: Students will read *The Jungle, Amazing Grace* and selected articles and chapters from *American Social Welfare Policy*, and will view selected videos. Students will then write a paper applying the knowledge gained about the history of the dynamics of injustices and their human impact. Students will then research and write a second paper analyzing the current dynamics of injustices and their impact. This second paper will include on site visits to areas associated with economic deprivation in the Lehigh Valley. Students will also write reaction papers to all assigned chapters and articles.

Students will evidence an understanding of the current programs that comprise the social welfare system in the U.S. including their assets, limitations and relevant delivery systems.
Assessment: Students will read selected chapters in American Social Welfare Policy and other assigned articles and view selected videos. Students will then complete an exam testing their knowledge of the major U.S. social welfare programs. Students will also write reaction papers to all assigned chapters and articles.

Required Student Texts:


Supplementary Texts  (There will be assigned readings from these books which will be on reserve in the Library):


Other Useful Texts:


Rank, M.R. One nation, underprivileged: Why American poverty affects us all.


Venkatesh, S.A. Off the books: The underground economy of the urban poor.
International Readings:


Student Assignments:
Each student is expected to do high quality work in completing the following assignments:

1. To attend classes regularly and to read all assigned readings before class sessions so as to participate meaningfully in class discussions. This will include written synopses of selected readings. Each synopsis will consist of no less than 200 words describing the essential knowledge gained by the student in that reading. Synopses submitted with less than 200 words cannot be revised. Synopses assigned before Spring Break must be submitted no later than the last class meeting before Spring Break in order to receive full credit. All synopses assigned after Spring Break must be submitted no later than the last day the class meets in order to receive full credit. The grade for synopses will be the percentage of the number of synopses assigned compared to the number completed by the student adequately and on time.

2. To write a five-page paper on a student selected social problem. Specific written criteria for this assignment will be presented by the instructor.

3. To read the novel *The Jungle* and then write a five-page paper on it that describes the living/social conditions in that time period and setting as described in the novel. Specific written criteria for this assignment will be presented by the instructor.

4. To engage in a field project with a partner that is designed to help sensitize the student to the circumstances of living associated with low-income families. This will include reading and responding to the Kozol book *Amazing Grace: The Lives of Children and the Conscience of a Nation*. Specific written criteria for this assignment will be presented by the instructor.

5. To prepare for and successfully complete an individual exam based on the student's knowledge of current social welfare programs.

6. To research and write a ten-page paper on the history of the social welfare response to the needs of mothers and their dependent children. Specific written criteria for this assignment will be presented by the instructor.
Note: All multi-page assignments must be stapled. All assignments are due on the dates listed in the course schedule. Assignments turned in later than these due dates will be reduced by 1/3 grade for each day late including weekends. The last day in which late assignments may be submitted, including synopses, is the last day the class is scheduled to meet.

CLASSROOM PROTOCOL

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:
Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for non-compliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectation stated in the syllabus.

HONOR PHILOSOPHY

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Written synopses of readings</td>
<td>25%</td>
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<tr>
<td>Social problem assignment</td>
<td>15%</td>
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<tr>
<td>Paper on The Jungle</td>
<td>10%</td>
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<tr>
<td>Field Project/Amazing Grace</td>
<td>15%</td>
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<tr>
<td>Social Welfare Program Quiz</td>
<td>15%</td>
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<tr>
<td>Research paper</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
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Social Work Program Attendance Policy

Social work courses typically meet only fourteen sessions each semester. In the interests of your development as a professional social work practitioner as well as the interests of your future clients, it is vital for you to attend these class sessions. Therefore, the Social Work Program’s Attendance Policy is as follows:

1) You may miss two class sessions for whatever reasons without penalty.
2) If you miss a third class session the highest overall grade you can receive for the course is a “B”.
3) If you miss a fourth class session the highest overall grade you can receive for the
course is a “C”.
4) Five or more class absences will result in your need to retake the course.

**Note**: Save your two accepted absences for unforeseen circumstances such as illness, transportation problems, work and child care responsibilities, etc. These will not be acceptable excuses for absence if you have already missed two class sessions. Late arrival to class/early departure, will cumulatively count toward your two accepted absences.

Students representing the college in athletics will be excused from class for games/matches/meets only, not for practices. However, student athletes who are maintaining a less than “C” average in the course will not be excused from class.

In all cases of missed classes, it is the student’s responsibility to do whatever is necessary to compensate for any missed assignments or lecture material.

**Course Outline**

I. What is social welfare?
   A. Definitions and concepts of social welfare
   B. Relationship between social welfare and the other social institutions
   C. Values dimension of social welfare and core American values
   D. Conceptions of social welfare, social policy, social programs and social services
   E. Relationship between social welfare and the social work profession
   F. Social welfare and Maslow’s hierarchy of human needs
   G. Overview of the scope and characteristics of social welfare programs today

**Reading Assignment**: (Asterisk* denotes required synopses)
(photocopies on reserve): "Conceptions of Social Welfare" by Wilensky and Libeaux.* "The Art of Blaming the Victim" by Ryan*

*Confronting Injustice and Oppression (on reserve): C.2 “Injustice and Oppression: Origins, Evolution, Dynamics and Consequences”*

II. Contemporary social problems - how private problems become public issues
   A. Defining and analyzing social problems
   B. Social problems addressed by the social welfare institution
   C. Differing perspectives on social problems, their causes and remedial approaches-
      using systems theory and the life model
   D. Mission and philosophy of social work regarding poverty and discrimination

**Reading Assignment:**
Relative to the students’ choice of social problems
*Regulating the Lives of Women: C.1, “A Feminist Perspective on the Welfare State”*
“Major Perspectives on and Assumptions About Special Problems” (handout)
The history of social welfare in America

A. Key criteria to consider in reviewing this historical development

1. Values dimension and social climate
2. Political climate and the role of the state in social welfare practices
3. Economic climate and the role of economic expediency in formulating social welfare responses to economic deprivation and oppression

B. Historical period: (B.C.-600 A.D.) Non-literate and ancient societies and early Christianity

Reading Assignment:

C. Historical period: Middle Ages (600-1600) The Elizabethan Poor Law Philosophies in England
Trattner: C.1

D. Historical period: America (1600-Civil War)
Reading Assignment:
Trattner: C.2, 3 and 4
Regulating the Lives of Women: C.2 "The Colonial Family Ethic"* and C.3 "Women and the Poor Laws in Colonial America"*

E. Historical period: America (Civil War to 1900) with a special emphasis on the child welfare, public health and mental health movements

Reading Assignment:
Trattner: C.5, 6, 7, 8 and 9
Regulating the Lives of Women: C.4 "A Woman's Place is in the Home"* and C.5 "Women and the Nineteenth Century Relief"*

F. Historical period: American (1900-1930) including discussion of the settlement house movement, charity organization societies and the development of the social work profession

Reading Assignment:
Trattner: C.10, 11 and 12
Regulating the Lives of Women: C.6 “Poor Women and Progressivism”*
Sinclair: The Jungle (entire book)
Films/Videos: *The Women of Hull House*

G. Historical period: America (1930-1970) The New Deal and the War on Poverty/Great Society Programs

**Reading Assignments:**
- Trattner: C.13 and 14
- Video: *The Great Depression*, *Making Sense of the Sixties*


**Reading Assignment:**
- Trattner: C. 15, 16 and 17
- *Regulating the Lives of Women*: C.11 “Restoring the Family Ethic”*
- *So You Think I Drive a Cadillac?*: C.5 “Day to Day Living and Decision-Making”*

IV. Poverty and the disadvantaged in society
A. Defining and measuring poverty
B. Characterizing the poor and differential impact of economic deprivation, discrimination and oppression on various population-at-risk including women, children, the elderly, African Americans, Hispanic Americans and other minorities
C. Strategies for remediating poverty and oppression
D. Ethical considerations of poverty and oppression

**Reading Assignment:**
- Karger and Stoesz: C.4, "Discrimination and Social Stigma in American Society"*, and C.5, "Poverty in America"*
- Kozol: *Amazing Grace*: (entire book)
- *Annual Editions*: “Welfare Reform Legislation Poses Opportunities and Challenges for Rural America” (#18, p. 92)*
- Films/Videos: *The Burk Family of Georgia* (rural poverty), *Homeless in Paradise, People Like Us: Social Class in America*

V. Voluntary and private social welfare in the U.S.
A. Voluntary, corporate and private sectors
B. Human service corporations
C. Relationship to social, economic and political circumstance
D. The role of the social work profession and practice interventions
E. Ethical considerations of privatizing human needs

**Reading Assignment:**
- Karger and Stoesz: C.6, "The Voluntary Sector Today"*, C.7, “Privatization and
VI. Current social welfare programs in the U.S.
A. Major income security programs
B. Health policy
C. Mental health policy
D. Child welfare policy
E. Housing policy
F. Food policy
G. Employment policy

Reading Assignment:

So You Think I Drive a Cadillac?: C.9, “Lessons Learned and Visions of Change”.*
Prepare for social welfare program quiz
Video: Ending Welfare As We Know It

VII. The future of social welfare as an American institution
A. Social and ideological trends affecting social welfare
B. Economic issues
C. Future trends
D. Becoming social work advocates for social and economic injustice and the values and ethics of social change

Reading Assignment:
Karger and Stoesz: C.18, "The American Welfare State in International Perspective”*
E. Spiritual politics – the spiritual dimension of social change for human liberation – an integral approach to social work practice
Weekly Class Schedule

January
19  Course overview, Unit I and presentation of criteria for social problem analysis.
    Reading Assignment: All readings under Unit I and Unit II.

26  Unit II and Units III A, III B
    Reading Assignment: All readings under Unit III A, B & C.

February
2   Units III B, C & D and presentation of criteria for historical research paper.
    Reading Assignment: All readings under Unit III D. Start readings under Unit III E.
    Video: The Age of Enlightenment

9   Units III D & E and presentation of criteria for The Jungle analysis.
    Reading Assignment: Complete readings under Unit III E, and start reading The Jungle.
    Video: The Women of Hull House

16  Units III E. & F.
    Reading Assignment: All readings under Unit III F. and complete The Jungle assignment.
    Video: The Great Depression. Part II, “The Road to Rock Bottom

23  Unit III F. And presentation of criteria for poverty project.
    Reading Assignment: All readings under Unit III. G. and begin reading Amazing Grace
    Video: The Great Depression, Part IV, We Have a Plan
    Assignment Due: The Jungle

March
2   Unit III G.
    Reading Assignment: All readings under Unit III H. and start readings under Unit IV.
    Video: Lyndon Johnson’s Great Society
    Assignment Due: All synopses assigned to date.

9   Break

16  Units III G & H
    Reading Assignment: Continue with readings under Unit IV.
    Video: Making Sense of the Sixties, Part IV, “In a Dark Time”

23  Unit IV
    Reading Assignment: Complete readings under Unit IV
    Video: People Like Us: Social Class in America
    Assignment Due: Historical research paper

30  Unit IV
    Reading Assignment: Start readings under Unit V
    Video: The Burks of Georgia
April
6  Unit IV and presentation of welfare programs to be studied for quiz
   Reading Assignment: Complete readings under Unit V and start preparing for welfare
   program quiz
   Video: Homeless in Paradise
   Assignment Due: Poverty project assignment

13  Break

20  Unit V
   Reading Assignment: All readings under Unit VI as preparation for social welfare
   program quiz
   Video: Ending Welfare As We Know It

27  Unit VI - Social welfare program quiz
   Reading Assignment: All readings under Unit VII

May
4  Unit VII
   Assignment Due: Any late papers not as yet submitted.